

women. As far as possible we are providing bathing ghats with screen walls in all tanks, wherever public bathing is allowed. As regards the question of providing tiled roofs, I am afraid Government cannot accept the resolution of the Member, because in the first place it is rather expensive and in the second place it becomes quite insanitary. We are providing screen walls wherever public bathing is allowed and Government accepts that portion of the resolution. As regards tiled roofs I am afraid it is not possible to have tiled roofs in all public bathing tanks.

Mr. V. Achyuta Menon.—Government have accepted the 2nd portion. Let the first portion be put to the vote of the House.

President.—Do you press the motion or do you withdraw it?

Mr. V. Achyuta Menon.—I withdraw.

The resolution was withdrawn with leave of the House.

3. Educational Survey of the State.

Mr. C. A. Kunjunn Raja.—The resolution standing in my name reads thus.—

“This Council recommends that an educational survey of the State as suggested by the Special Finance Committee be conducted without delay.”

Cochin no doubt can be proud of its education. It is second only to Travancore and is ahead of British India and the other Native States. We have spent in the year 1105 very nearly 14 lakhs of rupees on education. In this 14 lakhs the buildings necessary for the Education Department are not included, because under our budget that amount is provided in the P. W. D. budget and in the calculation of figures for the expenditure for education this amount is not taken into account. If that expenditure also is taken into account, it comes to 23 per cent of the revenues of the State. It is a high figure which you will find in no other Native State. The Special Finance Committee, which sat for two years, of which I was also a Member, entertained the view that the time has come for the State to take stock of the existing educational institutions and most of us felt that some of the existing schools could be abolished with advantage. The latest figures available from the Administration Report of 1105 will show that we have by the end of 1105, 171 Government schools and 580 private schools. This number shows an increase of 35 schools than the number of 1104. Besides these we have unaided institutions which number 289. This will work out more than one school per square mile of occupied area. It must be within the experience of most of you

that there are localities where schools are crowded to a large extent and in these schools there is not sufficient number of strength also. Mostly in Government schools you will find there is not the minimum strength that is necessary for each division which is now insisted in the case of private schools. In private schools the grant depends upon the minimum strength. The Government are very particular that private schools must have the minimum strength and to comply with this rule managers make very serious and earnest efforts. So far as the Sirkar schools are concerned, they do not care whether there is the maximum or the minimum strength. Their pay is assured and nothing turns upon strength. In 1105 in Sirkar schools the pupils were 45,966 and in private schools 1,06,166. Of the total expenditure 4.1 % was on inspection, 59.2 % on Government institutions and 33.3 % on aided institutions and educational work done by Sirkar institutions was 29.5 %, by aided or recognised institutions 66.2 % and unaided institutions 4.3 %. These figures show that the expenditure is not properly regulated. These are the main reasons which induced us to report that a survey is necessary. The Committee thought that it was too much for it to go into this question in detail. It was mainly on the persuasion of the then Director of Public Instruction that the question was left to be examined by the new Inspectorate which was to be overhauled as a result of the reorganisation. I remember the present Director in his individual capacity had submitted a memorandum to the Special Finance Committee in which he advocated that the time has come when we should concentrate our resources and abolish all unnecessary schools. Unfortunately a copy of that memorandum is not in my possession now. Perhaps the present Director may not be able to stick to his personal views as he has to support the views of the Government. Anyhow that was the view which he held while he was outside the State. I shall watch and see how the Government will consider this matter. The Special Finance Committee has very clearly stated the reasons in their report. It is a short paragraph, No. 101, page 34, of the main report of the Committee.

"The provision of funds for its ever growing needs is the chief problem of the department from a financial point of view. The expenditure on education has nearly reached the limit, beyond which we cannot go without seriously neglecting the requirements of other important departments. We need not concern ourselves here with the question of free and compulsory education of the masses, as whenever it comes it will necessarily have to be financed by fresh taxation. But we cannot but make provision for giving elementary instruction to all those who seek it and for extending vocational training in Upper Secondary Schools. To provide funds for these purposes various

means have been suggested to us, besides the undoubtedly effective one of the duplicate system above referred to. Among these are the abolition of some of the Government Upper Secondary schools or their transfer to private agency, the elimination of divisions of forms in the Government schools especially in places where there are private schools in convenient proximity, the transfer of primary education to private agency as much as possible, the provision of building and equipment grants to encourage private agencies to open new Primary Schools and the reduction of expenditure on stipends and scholarships. There is also an impression in some quarters, which is shared by some of us, that our educational activities and expenditure are more or less concentrated in some localities to the neglect of others and that it is desirable to distribute them more equally. These questions require more systematic investigation and local enquiry than we are in a position to carry out. We would, therefore, recommend that the Government be pleased to depute a competent person or instruct the Inspecting Officers to conduct a systematic educational survey of the State and to submit a detailed report dealing with these and other cognate matters, including the question of free and compulsory education. In the meantime we would provide for a gradually increasing outlay on education but not exceeding 20 per cent of the total expenditure of the State for its development on the lines indicated in this and the preceding paragraphs".

In a separate note by me the educational aspect has been placed with some prominence at page 100. A word about the progress of Cochin will not be out of place in this connection. Progress is understood to be "a balanced movement of the social whole towards a fuller embodiment of the supreme values—the true, the beautiful and the good". But this cannot be attained without wealth and health. The beaten track has been pursued with no vision of the realm beyond. The humdrum outlook has led to curious anomalies. The heaviest charge of public expenditure is education being 11,61,116 in 1101. The Durbar does not wisely stint money in education. There is difference in spending money and spending it wisely. Education should be provided for all and in providing for it the State is eminently useful. But when it controls education it turns it into a routine, a mechanical system in which individual initiative, individual growth, true development, as opposed to a routine instruction becomes impossible. The State tends always to uniformity because uniformity is always easy to it, natural variation impossible to its essentially mechanical nature. But uniformity is death not life. On account of the infractuous nature of the present educational system a wide spread aversion has set in. Parents put their children in schools not because they like it but because they are unable to do anything else with them. Education must aim at the promulgation of the ideals of spirituality and synthetic vision. Modern education is sapping the vitality of our young men and we can profitably take a leaf out of the educational progress of Japan or Ireland. Our Girls' Schools turn out every year a uniform set of undesirable females who can neither find work outside nor are fit to discharge their own domestic duties. It is high time to re-model them on lines suited to the proper rearing of girls.

There is a great deal of waste caused by the unconscious competition of private with Government agency in the sphere of education. *Co-ordination of efforts and the concentration of common resources liberated by such co-operation* should be the aim of the State's educational policy. The policy of the Government ought to be to retire from the field of higher education wherever

possible and make elementary education compulsory to all and free to the poor. When a large number of non-governmental agencies are at work in the field of education, it seems to me that the Durbar can safely restrict its direct operations and give a large amount of help to private schools and secure better results for the outlay incurred. The distinction between Malayalam and English schools may be abolished. A detailed educational survey with reference to the needs of the various localities will show some of the existing schools and divisions are redundant."

In passing orders no doubt the Government have touched this point. It is only stated that the matter is noted. It is on page 78 of the orders on the report. I shall read it. The Special Finance Committee has made the following other recommendation. 'To depute a competent person or to instruct the inspecting officers to conduct a systematic educational survey of the State and to report in detail on the following and other cognate matters including the question of free and compulsory education, viz.,

"The abolition of some of the Government Upper Secondary Schools or their transfer to private agency, the elimination of divisions of forms in the Government schools especially in places where there are private schools in convenient proximity, the transfer of primary education to private agency, as much as possible, the provision of building and equipment grants to encourage private agencies to open new primary schools and the reduction of expenditure on stipends and scholarships."

This seems to be intended to find funds for extending elementary instruction and also vocational training in Upper Secondary schools. It is also remarked that the present education activities and expenditure are more or less concentrated in some localities to the neglect of others and that it is desirable to distribute them more equally.

The proposal regarding the survey is noted. It is not necessary to depute one specially for the purpose. The Inspectorate is to be strengthened and if the work is distributed among all the Inspectors it will be easily and quickly carried out. No one other than the Inspectors will be more competent to do this and a single officer deputed for the purpose will take a longer time for its completion and will prove to be more costly in the end.'

The object of this resolution is instead of noting the proposal, the Government may be pleased to carry out the survey and do the needful in the matter. It is to draw the attention of the Government to this aspect of the question that I move the resolution.

Mr. A. Eachara Menon.—I beg to second it.

Mr. I. N. Menon.—Mr. President, Sir, as the Government has accepted the principle of the resolution and proposals are already maturing for giving effect to the educational survey, no further assurance from the Government is necessary to show that they are earnest and serious about the proposal. The question of an educational survey has been pressed on Government's notice from more than one direction. The increasing cost of salaries to be paid to the teachers, the diffusion of schools at the cost of concentration, the enormous

number of fresh demands for schools in spite of the fact that there are nearly 700 schools in the State, call for an educational survey. While some areas are served by more than the requisite number of schools some are neglected. Hence, as the Hon'ble Member pointed out endorsing the Special Finance Committee's recommendations, the expenditure on education is increasing by leaps and bounds, thus leading to the starvation of other ministering departments of the State. But Government have not been slow to make concrete proposals and the only delay that has now occurred is due to the fact that the revision has taken, with regard to this department, a little more time than was anticipated and the Inspectorate therefore had to wait for a few more weeks. Now proposals are being made to Government finally about this revision and the formation of the Inspectorate and I can assure this House that there will be no further delay in giving effect to this resolution.

4. Use of Road, Tank, etc.

President.—We will pass on to the next item.

Mr. M. K. Raman.—Sir, my resolution is "This Council recommends to the Government that a Gazette notification be immediately issued to the effect that there shall be no prohibition for any class or caste among the people of Cochin to the use of any road, tank or well or other public place, maintained out of public funds, except it be for purposes of emergency as are authorised by the magistracy under the special powers of Criminal Procedure Code."

It is a very bad thing, Sir, in these advanced days I have to bring a resolution before the Legislative Council to ask permission to walk through the roads. In a State which claims to be the first and foremost in the matter of education, or say one of the first and foremost, that circumstances should have so compelled me to bring a resolution, that there should be no prohibition for all classes of people to walk through public roads and to use other public institutions such as tanks, wells and other things, shows the hollowness of our education. Cochin has been known as a caste-ridden State and Swami Vivekananda had occasion to say, not exactly referring to Cochin, but while referring to Malabar,—and Cochin forms the central part of Malabar—that Malabar is the madhouse of India. The lunatics that we find here are the religious lunatics steeped in superstition who would not permit a fellow-being to walk through the road and approach him. Sir, occasionally from the caste Hindu temples certain processions proceed along the road and they are in the habit of driving away people who are using those public roads. The police who are deputed to escort these processions are also impliedly authorised to drive away non-caste people from the road. This is nothing new. A series of questions